Kids in Motion!

Infants & Toddlers

What do you see?

Watch an infant grow:

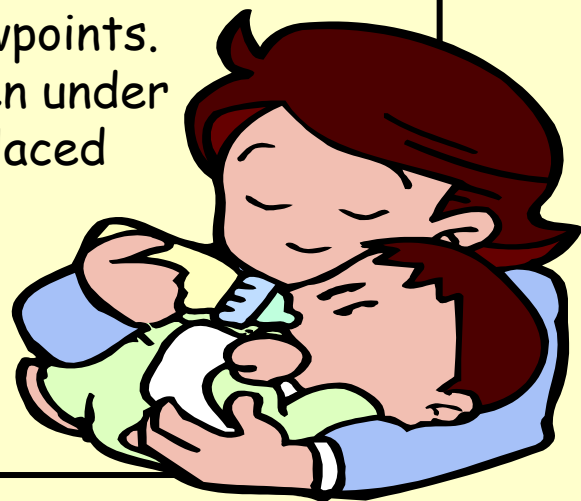
- **Begin with lifting the head, then**
- **sitting, to**
- **crawling, and finally,**
- **walking!**

Newborn infants have little control over their muscles. As they grow, they develop remarkable motor skills.

These skills form the foundation of MOVEMENT!

Motor Milestones: Birth to 8 months

The Early Months: Birth through 8 months	Physical, spatial, and temporal awareness
*Uses complex reflexes; searches for something to suck; holds on when falling; turns head to avoid obstruction of breathing; avoids brightness, strong smells, and pain. *Puts mouth or object in mouth; begins reaching toward interesting objects. *Grasps, releases, re-grasps, and releases objects. *Lifts head; holds head up; sits up without support; rolls over; transfers and manipulates objects with hands; crawls.	*Comforts self by sucking thumb or finding pacifier. *Follows a slowly moving object with eyes. *Reaches and grasps toys. *Looks for dropped toy. *Identifies objects from various viewpoints. Finds a toy hidden under a blanket when placed there while watching.



Motor Milestones:
Crawlers – 8 to 18 months

Motor Milestones & Eye-hand skills	Physical, spatial, temporal a… d
*Sits well in chairs. *Pulls self up, stands holding onto furniture. *Throws objects *Walks when led; walks alone; climbs stairs. *Uses marker on paper. *Stoops, trots, walks backward a few steps.	*Tries to build with blocks. *If toys is hidden, looks for it. *Persists in search for a desired toy even when hidden under distracting objects. *When chasing a ball that has rolled under a object, will go around object to get ball. *Pushes foot into shoe, arm into sleeve.

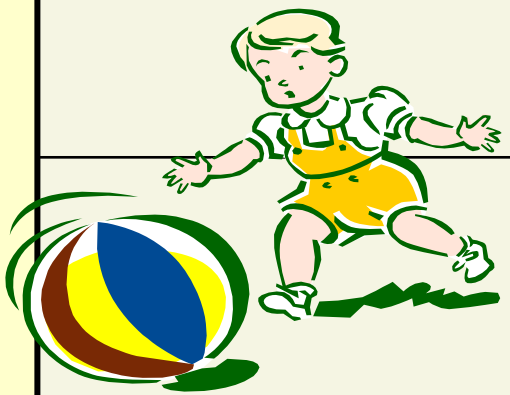
Motor Milestones: Toddlers and 2 year olds:8 months to 3 years

Motor Milestones & Eye- Hand Skills	Physical, spatial, and temporal awareness
*Scribbles with marker or crayon *Walks up and down stairs; can jump off one step. *Kicks a ball. *Stands on one foot *Threads beads *Draws a circle *Stands and walks on tiptoes *Walks up stairs one foot on each step. *Handles scissors *Imitates a horizontal crayon stroke.	*Identifies a familiar object by touch when placed in a bag with two other objects. *Uses "tomorrow" and "yesterday" *Figures out which child is missing by looking at children who are present. *Asserts independence: "Me do it" *Puts on simple garments such as; hat or slippers. Adapted from DAP in Movement Programs for Young Children, NAEYC

Infants & Tots

	What children can do	Ways you can arrange the environment	How this supports development
Young Infants 	⁎Notice & watch what is going on around them ⁎Reach for, bat, and poke at objects. ⁎Respond when being held or rocked ⁎Developing the ability to sit and crawl.	⁎Place pictures at eye level on wall. ⁎Hang mobiles when infants can see and kick them. ⁎Have comfortable places for holding infants. ⁎Place baby on stomach for Tummy Time when he/she is awake and someone is watching ⁎Install soft carpeting so infants can crawl.	⁎Encourages infants to focus and attend to objects in their environment. ⁎Teaches infants they can have an impact on the world. ⁎Builds relationships and trust. ⁎Promotes physical development. ⁎Develops strength in shoulders and neck muscles.
Mobile Infants 	⁎Pull themselves to standing position. ⁎Push, pull, fill, and dump objects. ⁎Take comfort from familiar objects and reminders of home. ⁎Sometimes need to be alone	⁎Sturdy furniture with protected edges. Use mats as needed. ⁎Variety of toys, including household objects. ⁎Display pictures of family. ⁎Create private spaces	⁎Allows mobile infants to explore in safety and builds large muscles. ⁎Builds motor skills as well as coordination. ⁎Helps children feel safe and secure – reduces separation anxiety. ⁎Helps children develop a sense of self. Adapted from *The Creative Curriculum, 102)*

Toddlers

What Tots Can Do	Ways You Can Arrange the Environment	How This Supports Development
Walk, run, climb, play with objects and toys	Arrange the space so tots can move around safely	Allows toddlers to explore freely and independently
Sometimes they want to do more than they are able to do	Organize toys on low shelves and label with pictures & words	Provides a variety of appropriate challenges = sense of competence
Enjoy playing alongside and with each other 	Offer materials and activities that meet children's level of development	Promotes the ability to engage in sustained and purposeful play.
	Define areas where two or three children can play. Provide duplicates!	

EVERYDAY IDEAS FOR INFANTS & TODDLERS

Children respond to different activities based on their stage of development and learning style. Adapt these basic ideas for the children in your care. Involve parents in the activities and share what happens during the day. Encourage families to promote physical activity with their child at home.

Clothing:

- Participate in dressing/changing clothes (fine motor skills).
- Provide "dress-up" props with large, easy to manage fasteners.
- Make practice boards – add zipper, snaps, and Velcro fasteners on a board for children to use.
- Sing songs and do finger plays about dressing.

Environment:

- Provide lots of floor time.
- Offer cloth tunnels to crawl through.
- Supervise children beginning to walk.
- Create a safe space for infants & toddlers to explore and move!

Toys:

- Encourage children to move toys, 'clean up' after play, organize…
- Anything that a child can explore, put together, take apart, push or pull, stack, and create will become a toy in a child's hands.

Activity Toys for Infants

Toys teach skills while children are having fun.

Toys for infants;

- **Mobiles**
- **Mirrors**
- **Cuddly toys**
- **Grasping toys**

Toys for mobile infants;

- Balls
- Puzzles
- Activity toys (activity centers attached to furniture or free standing)
- Push and pull toys
- Transportation toys (6-8” long vehicles or ride on toys)
- Blocks
- Outdoor play equipment; swings, low crawling platforms made of foam or vinyl, low slides, obstacle courses, and other equipment that encourages climbing, sliding, twisting, and rolling.
- Inside play equipment; low, carpeted climbers, low lofts with side rails, tunnels, and obstacle courses.

Infant & Toddler Activities

Finger & Toe Fun (infants):

I. Objective:

- **To develop laterality (right & left sides of the body)**
- **To utilize & develop motor skills**
- **To build language skills**
- **To build trust**

II. Procedure:

Finger-plays help to develop laterality as you play with the left and right sides of a baby's body. You can also stimulate head turning to the left and the right by singing soft sounds into one ear and then the other and by showing interesting, colorful toys. Use the terms, *left and right, up and down, under and over*, when playing.

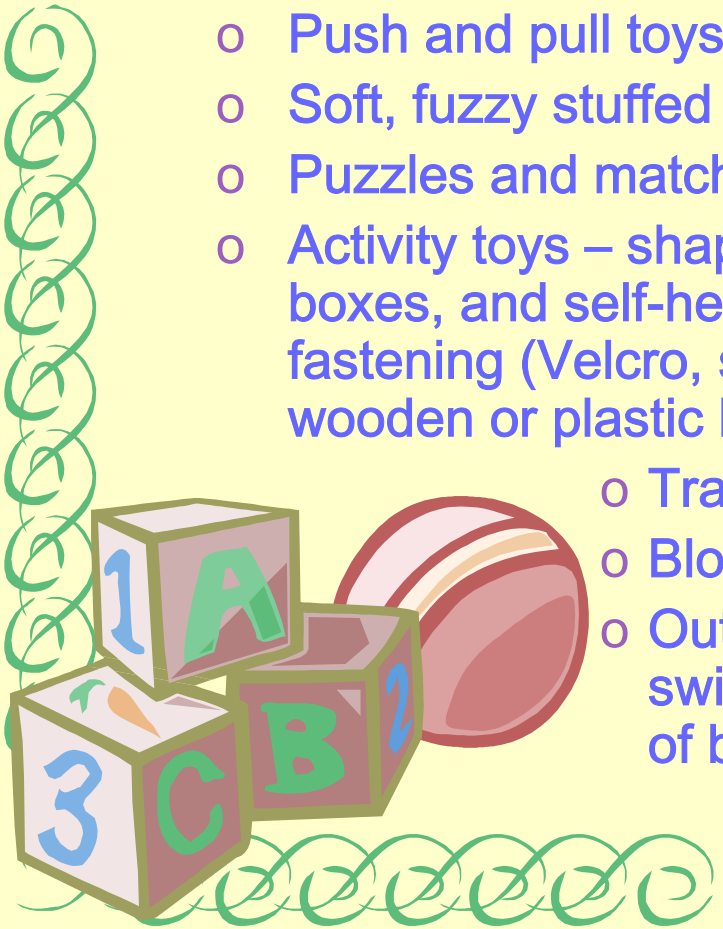
III. Activities:

- **Peek-A-Boo**
- **Pat-A-Cake**
- **This Little Piggy**

Activity Toys for Tots

Toys for Toddlers

- Mirrors and dolls
- Push and pull toys
- Soft, fuzzy stuffed animals
- Puzzles and matching games
- Activity toys – shape boxes, nesting cups, stacking rings, mystery boxes, and self-help boards, cards, or frames for practice with fastening (Velcro, snaps, zippers), lacing and stringing large wooden or plastic beads.
- Transportation toys
- Blocks
- Outdoor toys and equipment; tunnels, riding toys, swings, climbers, large cardboard boxes, a variety of balls, beginner riding toys (closer to age 3).



Preschool – 3's & 4's

Gross Motor Development
~Preschoolers~

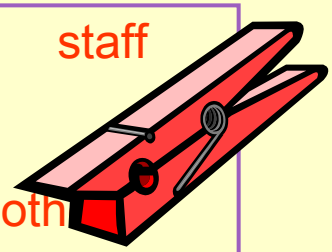
Three – Year Old Child:

- Walks without watching feet; walks backward; runs an uneven pace; turns and stops well.
- Climbs stairs with alternating feet, using handrail for balance.
- Jumps off low steps or objects; does not judge well in jumping over objects.
- Shows improved coordination; begins to move legs and arms to pump a swing or ride a tricycle, sometimes forgetting to watch the direction of these actions and crashing into objects.
- Perceives height and speed of objects (like a thrown ball) but may be overly bold or fearful, lacking a realistic sense of own ability.
- Stands on one foot unsteadily; balances with difficulty on low balance beam (four-inch width) and watches feet.
- Plays actively (trying to keep up with older children) and then needs rest; fatigues suddenly and becomes cranky if overtired.

Four – Year Old Child:

- Walks heel-to-toe; skips unevenly; runs well.
- Stands on one foot for five seconds or more; masters the low balance beam (4 inch width), but has difficulty on the two-inch wide beam without watching feet.
- Walks down steps, alternating feet; judges well in placing feet on climbing structures.
- Develops sufficient timing to jump rope or play games requiring quick reactions.
- Begins to coordinate movements to climb on a jungle gym or jump on a small trampoline.
- Shows greater perceptual judgment and awareness of own limitations and/or consequences of unsafe behaviors; still needs supervision crossing street, protecting self in certain activities.
- Exhibits increased endurance, with long periods of high energy (needs increased fluids and calories); sometimes becomes overexcited and less self-regulated during group activities.

Homemade Toy Ideas (Tots & Preschool)

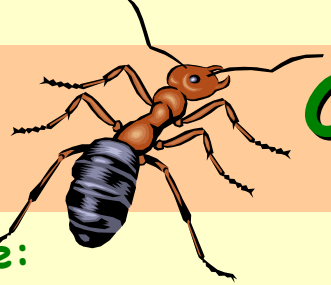


- A bag collection: use paper bags that parents and staff bring in – provide for children to use to carry or use.
- Shape sorters: cut holes in the plastic lid of a baby wipe box coffee tin – provide empty spools, clothespins, cards, and oth items for children to place in the container.
- Drop and dump toys: Put objects such as large hair curlers, bean bags, gelatin boxes, or squeeze toys into a plastic pitcher, small waste basket, or rubber pail. Provide opportunities for children to "dump and fill."
- Lotto Games: Make matching games that feature people and objects from the child's world. Use photos, catalog pictures, post cards… Make color photocopies and past pictures on cardboard "lotto cards," and then laminate. Provide toddlers with two or three squares to be match, add items as children's skills grow.
- Cardboard blocks: Fill empty milk cartons with newspaper squares or crumpled grocery bags and cover with contact paper. "Brick" paper makes these blocks look like store bought ones.
- Old equipment: "real" telephones, typewriters, adding machines,co keyboards that are safe for tots to use.

~Activity Ideas for Preschoolers~

Preschoolers~
"Nature Fun"

- When walking with the children, pick out a favorite tree. Collect leaves, twigs, and any other natural objects from the tree that are on the ground. Photography children playing at the tree during the different seasons. Place into a photo album that all can see.
- Gather nature items from outside. Seal in a thick cloth bag. Make sure that items cannot be removed or do not stick out of the bag. Offer children the bags to feel.
- Logs: Ask a nursery or landscape service for logs – about 12 inches in diameter and 6 to 18 inches long. Remove rough areas and place on a smooth surface. Set up the logs and allow children to play on, hide behind, and explore. Close supervision is needed.
- Paint a box (to look like a tree, a cave, an animal's den). Encourage children to crawl through the animal habitat.



Creepy – Crawley

Objective:

To promote physical activity

To discover how various "creepy crawley" things move

May be extended into other activities; science, language arts (stories)…

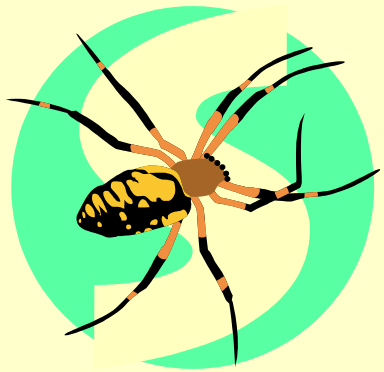
Materials:

Pictures of various "creepy crawly" things

Procedure:

Ask the children to select a favorite creepy crawly thing that interests them. to move like the following (based on your pictures):

- Snake
- Lizard
- Spider
- Monkey
- Snail
- Worm
- Alligator
- & other fun things



Children can form "two person" snakes. These snakes link up with another two-person snake, and on and on, until they're just one big snake.

(Pica, pg. 30)

Animal Read-Along

Objective:

- To build language skills
- To reinforce getting along with (social/emotional skills)
- To build problem-solving skills (cognitive skill)
- To utilize and develop motor skills

Materials:

- Books (see "procedure" for ideas)
- Stuffed animals

Procedure:

Ask each child to bring a favorite stuffed animal to school. Sit outside and read an age-appropriate book, such as Bert Kitchen's book, *Animal Alphabet (Dial, 1984),* or the poem, *Over the Meadow.* Read the books about animals to the children. Afterward, hide several toy animals for the children to find outdoors. Go on a safari to locate the missing animals.

(Tomlin, pg. 41)

Sand Prints

Objective:

- To build math concepts
- To encourage children to work together
- (social/emotional skills)
- To build language skills
- To utilize and develop motor skills.
- **Materials:**
- Shower curtain
- Large container of sand
- Water
- Cookie cutters, plastic forks, spoons, and other utensils for making designs and patterns.

Procedure:

On an outdoor surface, place a shower curtain and a large container of sand. Pour enough water on the sand to make it moist. Provide an assortment of cookie cutters, plastic forks, spoons, and other items to make designs and patterns.

(Tomlin, pg. 41)

DIGGING

Objective:

- To develop fine & gross motor skills
- To learn about plants & animals
- To develop vocabulary
- To stimulate interest

Materials:

- Food containers of various sizes
- Cookie cutters & molds
- A large horseshoe magnet
- Kitchen strainers
- Trowels or small sand shovels
- Spoons or forks

Procedure:

Set aside an area outside where children can dig safely. Discuss soil and what it is made up of: it is made up of: interacting plants and animals – a rich ecosystem. Talk about new about new vocabulary and write the words on chart paper.

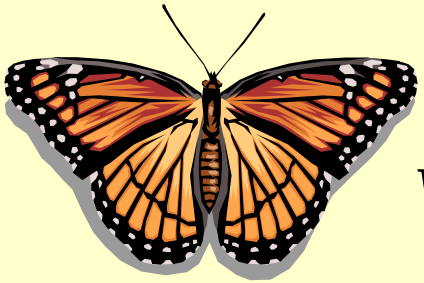
Digging and moving the earth uncovers questions and experiences that lead to further learning further learning and excitement.

Offer additional materials that the children request. Ask children to talk about their experience about their experience and ask open-ended questions about digging and the soil. soil.

Bring in various types of natural outside surfaces and ask the children to do the same; the same;

Clay, dirt, loam, etc. Discuss the attributes of each item and similarities and differences. differences.

Establish a science center inside for children to explore and art and writing materials to write"



Let's Walk!

Walks can be fun, interesting, and healthy! healthy!

Theme Walks:

Focus on a particular theme such as colors, shadows, seeds, birds, footprints, discoveries under rocks.

Sensory Walks:

Focus on the senses: what do you see, hear, smell, feel?

Weather Walks:

Focus on the type of weather occurring at the time. Notice changes in the weather – yesterday was sunny and warm, today is cloudy and wet. Walk against the wind and note changes, watch a storm coming, catch raindrops on the tongue.

Search-for-Life Walks:

Focus on finding life in the air, on the ground, in a stream, and so on. Look for evidence of life as well – nests, animal tracks, droppings, tree holds, burrows.

New Information Walks: Focus on gaining or processing information. Name findings…

Clean-the-environment Walks:

Focus on cleaning up nature. Take along trash bags as well as plastic gloves for each child. But avoid focusing on pollution until children possess a clearer understanding of what is "natural."

School-Age Children

Physical Development

Five – Year Old Child:

- Walks backward quickly; skips and runs with agility and speed; can incorporate motor skills into a game
- Walks a two-inch balance beam well; jumps over objects
- Hops well; maintains an even gate in stepping.
- Climbs wells; coordinates movements for swimming or bike riding.
- Shows uneven perceptual judgment; acts overly confident at times but accepts limit setting and follows rules.
- Displays high energy levels; rarely shows fatigue; finds inactivity difficult and seeks active games and environments.

School-Age Children

Physical growth and maturation interact with their experiences.

Growth: Grow 2-3 inches per year, gain about 3-5 pounds per year. Much of growth is in extremities.

Rate of growth: Slower than previous 5 years of life - Occasional growth spurts

Control: Greater ability to control movements such as; running, jumping and balancing as well as coordinating movements. Reaction time improves, more competence – throwing and catching a ball and other skills for team sports.

Development: Cognitive, social, and physical development enable children to engage in games and become a member of a team. Still have difficulty understanding “losing” and sensitive to social comparison. Also, bones & muscles are not mature= more injuries.

Individual and racial variations exist.

Music for everyone!

Music encourages movement

Offer…

- Lively music
- Family songs
- Different kinds of music; jazz, blues, dance, country, classical, folk, rock. rock.
- Original music and/or change words of familiar music
- Teachers should participate – children & teachers learn together!

Other benefits & ideas:

- Children will exhibit physical responses to music
- Use during socio-dramatic play
- Use as background music

What does music do?:

- Stimulates social development
- Is globally meaningful
- Builds sense of security & elicits comfort
- Is familiar, involves repetition, universal
- Develops other areas; language and math (through patterns)

Windy Day Party

Objective:

- **Build concepts (up and down, fast and slow)**
- **Problem-solve**
- **Use fine & gross motor skills**

Materials:

- Pinwheels
- Wind wands
- Flags
- Kites
- Toy sailboats

Procedure:

Offer children a variety of items to use on a windy day.

Wind socks, weather vanes, simple anemometers, and wind chimes can be added to the classroom or within or outside of the home. These simple tools can alert children to the intensity of air movements as they set these wind items in motion!

Offer children the opportunity to draw, paint, or write about their experience with wind. Offer materials for children to make their own "wind toys" for another *Windy Day Party.*

While outside playing or on a walk, ask children to look around them. Ask them questions about what they see (leaves blowing, papers moving, flag ripple).

Bean Bag Toss

Ages 6-12 years

Objective:

- Develop eye-hand coordination
- Practice agility
- Work on social skills: cooperation
- Enhance bodily awareness.

Materials:

1 bean bag for every 2 players

Procedure:

Children form two lines facing one another – everyone has a partner.

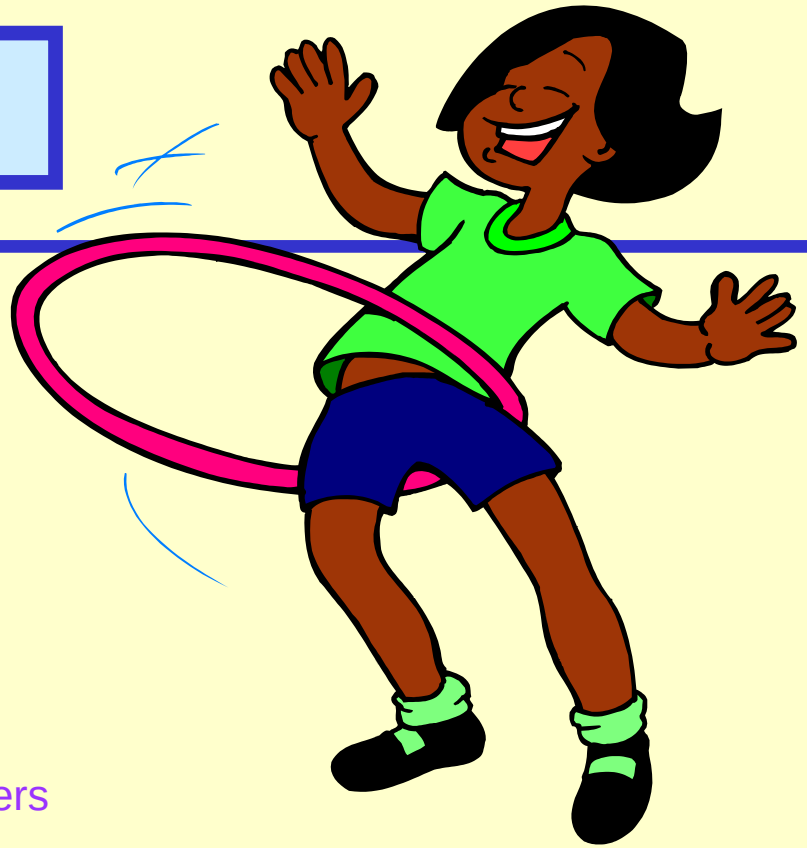
Each group of two children tosses the beanbag back and forth to one another, taking a step back for every toss. If the beanbag is dropped, children take a step closer and continue.

Variations/Suggestions: Children can switch partners after each pass. Foam/nerf balls can be used.

Safety Considerations:

Teacher reminds children to only throw the beanbag when their partner is looking and to use an underhand throw.

Loop Da Loop



Age Level: 5-12 years

Objective:

- To practice balance
- To use coordination skills
- To encourage creativity
- To emphasize teamwork
- To work on cooperation
- To build bodily awareness

Materials:

- Several hula-hoops – 1 for every 4-5 players

Procedure:

Players form a large circle holding hands. Hula-hoops are placed between players who must help each other through the hoop without letting go of each other's hands or dropping the hoop. All hoops are to move in the same direction.

Variations/Suggestions:

Incorporate music to determine when to stop/start or switch direction. Increase the number of hula-hoops and the speed of movement.

Sit, Chill, Jet

Objective:

- To increase agility
- To increase reaction time
- To utilize critical thinking

Materials:

None necessary

Age Level: 5-10 years

Procedure

This game is similar to “Duck, Duck, Goose.” Divide children into groups of 5-10 players. Each group forms separate circles with plenty of space between them and the next group. One player is selected and walks around the circle touching each of the other players heads saying, “Sit, Chill, Jet.” Whomever the tagger say, “Jet” to runs around the circle chasing them. If the first player gets to the empty space before being tagged, they sit down again and the 2nd player is not “It.” No one is ever “out.”

Suggestions/Variations:

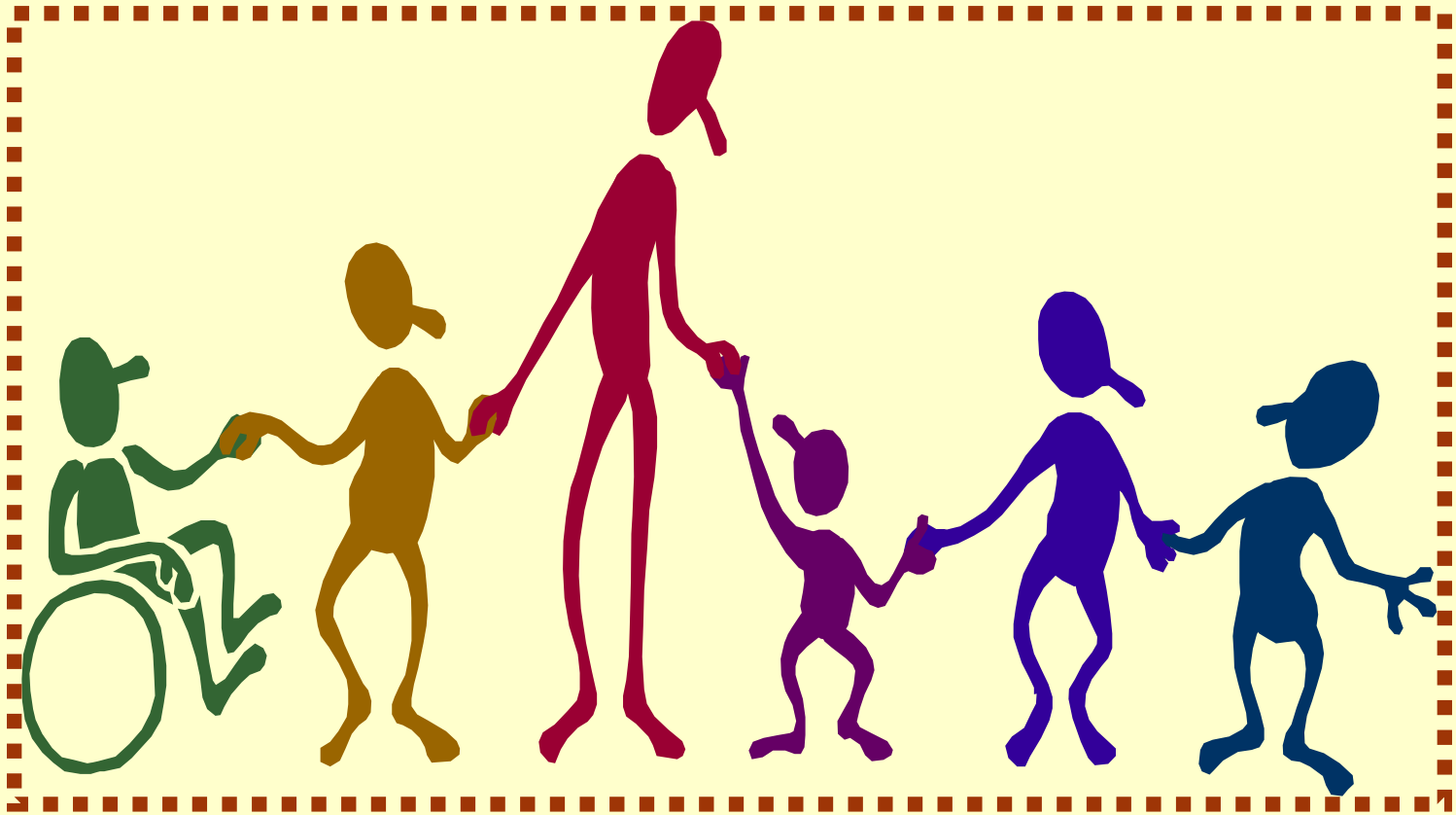
Teacher may incorporate water breaks and ensure that all players get a turn.

Safety Considerations:

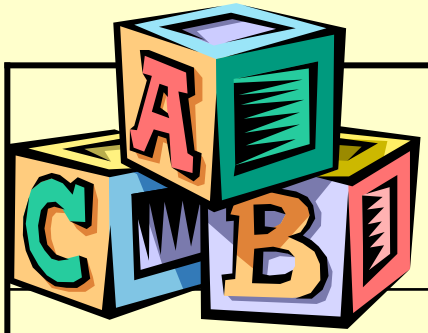
Remind students to run outside the circle and to avoid stepping on anyone. Remind students sitting to keep their arms and hands inside the circle to avoid tripping the runner or getting stepped on. Remind children to tag gently.

Adapted from : “Healthy Kids”

~ Include all children~



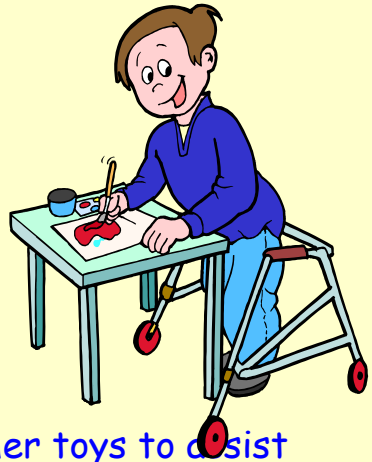
Making Inclusion Work



Adapt as needed

Environmental Support – promote participation, engagement & learning	Materials Modification – promote independent participation if possible	Simplify the Activity- Reduce complexity of task into smaller parts or fewer steps.
⁎Create a safe environment in which children can move freely and explore. ⁎Be consistent went getting out and putting away equipment. ⁎Lower targets and reduce distances. ⁎Use bright colors. ⁎Decrease amount of activity time and increase rest time. ⁎Provide surfaces that increase friction instead of slick surfaces. ⁎Teach children with balance problems, how to fall. ⁎Provide a bar on the wall for stability. ⁎Use peers and adults as helpers. ⁎Wear head & eye protection.	⁎Small size equipment, implements with smaller grip, light balls. ⁎Suspend balls from ceiling or use deflated balls (or paper balls made from crumbled paper wrapped in masking tape. ⁎Increase width of balance beam or use tape line on floor. ⁎Use larger, lighter, softer balls and increase challenge as child is able ⁎. Adapted from: "Active for Life," NAEYC	⁎Decrease distance from target or increase size of target. ⁎Instead of bouncing ball, ask child to drop and catch ball. ⁎Kick a stationary ball before moving ball. ⁎Increase striking distance – use a fat bat. ⁎Select all activities based on developmental levels of children rather than chronological age. ⁎Allow children to participate while sitting on hands or knees. ⁎When walking on balance beams, allow children to scoot or crawl across the beam with assistance or place one foot on floor and one on beam.

Adaptations for Children With Disabilities



To involve all children, regardless of ability, adaptations will be necessary. Some easy-to- implement, low tech modifications to materials and the environment can help. Often it helps children when materials are attached to solid surfaces, enlarged, or simplified.

- **Handles of built-up knobs**: - Glue wooden knobs or corks to puzzles and other toys to assist children with limited fine-motor skills. Add foam curlers to build up the handles of spoons, brushes, crayons, and markers.
- **Activity Frames:** - Similar to "baby gyms" used by infants. Hang toys from the frame so that children have easy access to them. These will help children for whom the toys are difficult to reach. Frames can also be placed on the floor, attached to a table, or attached to a wheelchair or stander.
- **Grasping Aides: -** Using Velcro, items can be adapted for easier use-

  A stick holder – Use a small stick with a piece of Velcro wrapped around one end. Attach a piece of Velcro (rough side) to toys, such as toy people and cards. The child can use the stick to pick up and manipulate the toys.

  A palm holder – Terrycloth with Velcro attached. The holder is placed around the child's palm (for children who have little or no grasping skills).

  A Velcro mitt - Attach Velcro to a mitten. Attach Velcro to various toys for child to manipulate toys.

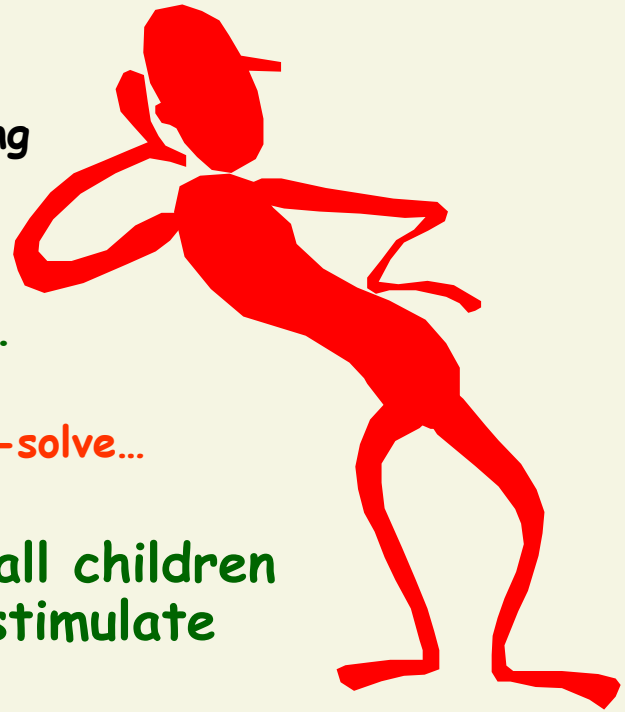
  Purchase larger or various shapes of crayons, chalk, etc.
- **Play boards: -** Attach toys to a firm surface (foam core, pegboard, indoor-outdoor carpet) with Velcro, string, or elastic. This creates a variety of play boards that allow children to participate in imaginative play. For example; one with purse, keys, wallet, etc., another with tea party materials, another with people and furniture. The child can then move and grasp materials without fear of dropping the toy.

Tying it all together!

Areas of development are linked and impact one another!

Children:

- Use fine motor skills and gross motor skills during social interactions.
- Use physical skills while participating in games, music and movement, art activities, eating, outside play, inside play,and throughout the day.
- Use language during play.
- Use cognitive skills to follow directions, problem-solve…



Physical activity should be encouraged in all children by offering meaningful activities that stimulate development and interest.

Gross Motor Activities

"Across the Curriculum"

Art: Provide easels and paint for children. Ask children to show their pictures to the class and "act out" their picture. Other examples include, painting a waterfall, making collages of transportation or animals, and demonstrating how things move.

Language Arts: "Act out" stories, poems, words (slither, crawl, under, over, pounce, stomp…).

Mathematics: Use different heights, shapes, pictures that demonstrate big & little, long & short, high and low, wide & narrow. Count when balancing and count while playing games involving numbers of Objects, steps to get somewhere, or counting people.

Music: Use different movements for different types of music. Dancing, dramatic play to the music, dance up and down to the pitch of the music, movement to the words.

Science: Movement/songs about body parts; muscles and movement, different positions, exercise.

Social Studies: Self-concept – pretend to walk as though sad, mad, proud, scared, tired, or happy. Use body language for expression. Activities on celebrations, transportation, occupations.

Child-Focused Environments

What should the movement environment look like for children?

Should be based on knowledge of child development and appropriate expectations.

Large Muscles Play and development of motor skills:

- If possible use an open space room, gym or multipurpose room, hallway, or outdoors.
- Child focused – use knowledge you have about each child.
- Offer play, practice, and area to move.
- Safe: free of obstacles.
- Respect each child's right to learn within an appropriate social and cultural climate.
- Focus on children's physical needs, as individuals and as part of a group.
- Allow children to work at their own pace, use their own style of learning, ensure they feel comfortable and confident about their abilities.
- Offer challenges with assistance and support.
- Offer opportunities for children to observe and learn from adults and peers.

Suggested Components of Preschool Movement Programs:

***Circle time *locomotor activity *stability activity *manipulative activity *rhythm activity.**

Adapted from: "Active for Life," NAEYC

PLANNING FOR FUN PHYSICAL ACTIVITY

When planning, remember…

Children:

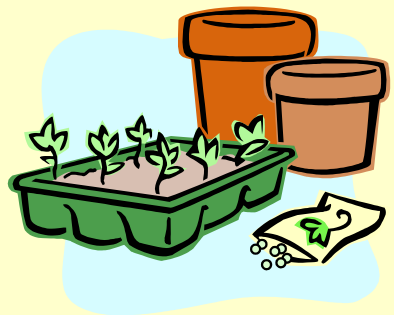
- Have different interests, abilities, and temperaments
- Develop at different rates, but in same general way
- Learn best through play

Outdoor Play:

Children need to get outdoors RAIN or SHINE.

Some of the benefits include:

- Natural light,
- Many opportunities for learning; plants, weather, clouds, wind, rain, seasons,
- Vehicles, animals, rocks, leaves, insects…,
- Establishes good exercise habits,
- PRACTICE – use muscles, develop coordination, *AND it promotes better health*



Activities Should be FUN

Plan & Individualize

- Create a welcoming environment
- Ensure children's safety
- Promote children's health
- Guide children's behavior

Encourage participation, and accept when children choose "not" to participate.

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http://www.naeyc.org: National Association for the Education of Young Children.

http://www.ericeece.org: Eric Clearinghouse on Elementary and Early Childhood Education

http://www.connectforkids.org: Connect for Kids, a nonprofit site with news and information on issues affecting children and families, with over 1,500 helpful links to local and national resources.

http://www.nacd.org: The National Academy for Child Development

http://www.zerotothree.org: Zero to Three – Developmental information on the first 3 years of life. 16-page booklet: *Tips for Using the Food Guide Pyramid for Young Children 2 to 6 years old:* 202-512-1800 – Stock No.: 001-00004665-9.